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Nota di contenuto	Front Cover; Handbook of Academic Learning: Construction of Knowledge; Copyright Page; Contents; Contributors; Preface; PART 1: Academic Learning: Perspectives, Theory, and Models; CHAPTER 1. THE SOCIAL CONSTRUCTION OF LEARNING; Introduction; Functional Psychology; Behaviorism; Cognitivism; Situated Learning; Conclusions; References; CHAPTER 2. LEARNING AND REMEMBERING: THE BASIS FOR PERSONAL KNOWLEDGE CONSTRUCTION; Theory and Practice; Classroom Learning; Personal Knowledge Construction; Remembering; Remembering and Academic Problem Solving; Developing a Problem-Solving Environment Promoting Personal Knowledge ConstructionReferences; CHAPTER 3. SCHOOL LEARNING AND MOTIVATION; Perspectives on Motivation; Overview of the Model; Teacher-Directed Interventions; Student Self-Regulation Strategies; Summary; References; CHAPTER 4. SELF-REGULATORY DIMENSIONS OF ACADEMIC LEARNING AND MOTIVATION; Self-Regulation of Achievers and Underachievers; Dimensions of Academic Self-Regulation; Research on Self-Regulatory Beliefs and Processes; Conclusion; References; CHAPTER 5. CONSTRUCTING THE CONCEPT OF APTITUDE: IMPLICATIONS FOR THE ASSESSMENT OF ANALOGICAL REASONING Changing Conceptualization of AptitudeCurrent Approaches to the

Assessment of Analogical Reasoning; New Directions in Assessing Analogical Reasoning; Conclusion; References; PART II: Teaching "How to Learn" within Domains; CHAPTER 6. ELEMENTARY READING INSTRUCTION; Excellent Reading as Constructively Responsive Reading; The Information Processing Components That Interact to Produce Constructively Responsive Reading; Emergent Reading during the Preschool Years: Promoting the Development of Language Competence Phonemic Awareness: An Important Metalinguistic Competence That Can Be Developed through Instruction during Kindergarten and Grade 1 Experimental Research on Primary-Grades Instruction: Whole Language versus Explicit Teaching of Decoding; Comprehension Strategies Instruction; What Excellent Elementary Literacy Teachers Do; Primary-Grades Teaching; Grade 5 Instruction; Summary; Postscript for the Elementary Years; References; CHAPTER 7. A COGNITIVE PERSPECTIVE ON THE ASSESSMENT, DIAGNOSIS, AND REMEDIATION OF READING SKILLS

An Overview of the LATAS Model of Assessment and Educational Intervention The Theoretical Underpinnings of the LATAS Diagnoses and Interventions; Five Characteristics of Teacher-Useful Reading Diagnosis and Remediation; The Results of Instructional Interventions Based on LATAS Assessments; Other Intervention Strategies Used at LATAS; User-Friendly Properties of the LATAS Procedures; Final Comments; References; CHAPTER 8. PSYCHOLOGICAL FOUNDATIONS OF ELEMENTARY WRITING INSTRUCTION; Endogenous Development; Exogenous Learning; Functionalism; Dialectical Constructivism An Eclectic Approach to Elementary Writing Instruction

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Sommario/riassunto

The Handbook of Academic Learning provides a comprehensive resource for educational and cognitive psychologists, as well as educators themselves, on the mechanisms and processes of academic learning. Beginning with general themes that cross subject and age level, the book discusses what motivates students to learn and how knowledge can be made personal for better learning and remembering. Individual chapters identify proven effective teaching methods for the specific domains of math, reading, writing, science, and critical problem solving, how students learn within those domains, and ho

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